DOCUMENT RESUME

ED 200 073 HE 013 517

AUTHOR Anh-Nguyet, Nguyen thi: And Others
TITLE A Case for Establishing a Teaching and Learning Service Unit at U.N.E.
INSTITUTION University of New England, Armidale (Australia).
REPORT NO ISBN-0-85834-243-X
PUB DATE May 79
NOTE 48p.: Photographs will not reproduce well.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrative Organization: Case Studies: Comparative Education: Curriculum Development: *Curriculum Study Centers: Educational Needs: Evaluation Needs: Faculty Development: Financial Support: *Foreign Countries: Higher Education: Information Needs: Institutional Role: Needs Assessment: Program Descriptions: Program Development: *Research and Development Centers: Research Needs: School Visitation: *Teacher Centers
IDENTIFIERS *Australia: Australian National University: Flinders University of South Australia: Griffith University (Australia): Macquarie University (Australia): Monash University (Australia): University of Adelaide (Australia): University of Melbourne (Australia): University of New South Wales (Australia): University of Queensland (Australia)

ABSTRACT

The need for establishing a teaching and learning services unit at the University of New England (UNE) in Australia, and information on tertiary education units in nine Australian universities are examined. Among the reasons for establishing a services unit at UNE are the following: the idea of a service center has found acceptance within the academic community: the need for staff and course development has been well recognized: requests have been received by the Teaching, Learning and Assessment Committee for assistance in developing services and programs: there is a need for making more effective use of less abundant resources for teaching purposes: and there is a need to deal with growing competition for students. Considerations in creating the position of Director of Educational Services and proposed duties and functions of a Director are outlined. Academic staff development efforts in North America are briefly noted, and results of visiting teaching or research units of the following nine Australian universities are examined: University of Melbourne, Monash University, University of New South Wales, Macquarie University, The Australian National University, University of Queensland, Griffith University, University of Adelaide, and Flinders University. For each unit, information is provided on origins, functions, organization, staffing, equipment, funding, research, and problems encountered. Guidelines for developing tertiary education units are appended. (SW)

ED200073

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

University of New England Armidale

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A CASE FOR ESTABLISHING A TEACHING AND LEARNING SERVICES UNIT AT U.N.E.

Office for Research in Academic Methods, A.N.U.

HE013612

Wholly set-up, printed and published by
The University of New England Publishing Unit

ISBN 0-85834-243-X

CONTENTS

	Page
Submission to the Professorial Board Regarding the Need for the Establishment of an Educational Services Unit – Prepared by Members of the Teaching, Learning and Assessment Committee	1
Some North American Experiences	9
Tertiary Education Units in Nine Australian Universities – A Report to the Teaching, Learning and Assessment Committee Ms. Nguyen thi Anh-Nguyet	11
Appendix 1	27
1. The Centre for the Study of Higher Education (C.S.H.E.) (University of Melbourne	27
2. Higher Education Advisory and Research Unit (H.E.A.R.U.) (Monash University)	29
3. Tertiary Education Research Centre (T.E.R.C.) (University of New South Wales)	31
4. Centre for the Advancement of Teaching (C.A.T.) (Macquarie University)	34
5. Office for Research in Academic Methods (ORAM) (The Australian National University)	36
6. Tertiary Education Institute (T.E.D.I.) (University of Queensland)	37
7. The Centre for the Advancement of Learning and Teaching (CALT) (Griffith University)	38
8. Advisory Centre for University Education (A.C.U.E.) (University of Adelaide)	40
9. Educational Research Unit (E.R.U.) (Flinders University)	41
Appendix 2	43
List of Tertiary Education Units and Interviewees	43
Appendix 3	45
Guidelines for the Development of Tertiary Education Units	45

SUBMISSION TO THE PROFESSORIAL BOARD REGARDING THE NEED FOR THE ESTABLISHMENT OF AN EDUCATIONAL SERVICES UNIT

Prepared by Members of the Teaching, Learning and Assessment Committee
May 1979

The Teaching, Learning and Assessment Committee (TLAC) was established as a sub-committee of the Professorial Board by a resolution at its meeting of 25 November 1974. It was provided with the following guidelines:

> *"That, until such time as the Teaching Development Centre is established, the Professorial Board set up a standing sub-committee of five to seven individuals (with the powers to co-opt) with a brief to:*
>
> — *oversee, co-ordinate and advise on matters concerned with the development of education and assessment procedures in the University,*
>
> — *collect, collate and disseminate information on developments in education and assessment procedures at the University level,*
>
> — *oversee and co-ordinate the organisation of schools, workshops, conferences and study groups in the area of developments in educative and assessment procedures."*

Now, almost five years later, the time seems opportune for reconsideration of these aims, to look back at what has been achieved and to reflect upon future requirements.

The Teaching, Learning and Assessment Committee was established as a gesture towards deflection of what was then perceived to be a mounting dissatisfaction expressed by students about teaching and assessment procedures. Most other Australian universities during the 1960s and early 1970s had established full centres in one form or another. In view of this, the present Committee commissioned Miss N.T. Anh-Nguyet, Tutor in the Centre for Administrative Studies in Education at this University, to prepare a report

on the various Educational Development Centres in existence at other Australian universities.[1] The information gathered speaks for itself. Although the success and effectiveness of the various Centres at other universities varies, it is nonetheless quite clear that the University of New England is one of the few that has so far not established a centre of this kind. It is the purpose of the following submission to argue that, notwithstanding the present predictions as to the "Steady State", a strong case can be made for the appointment of at least one Director of Educational Services.

The following observations are based on the experiences gained by past and present members of TLAC.

1. Although formally established as a sub-committee of the Professorial Board, TLAC has operated on quite an informal "self-help" basis, reconstituting its membership by co-opting volunteers.
   We feel that this situation is an unsatisfactory one. The matters at issue are too important not to deserve a formal place in the academic structure of this University.[2]

2. During the last four years TLAC has organised each year on the average two major workshops of two days duration on different themes such as: the running of tutorials, more effective lecture techniques, assessment procedures, organisation of weekend and residential schools, etc. In addition, an orientation day for new staff members has been organised at the start of each year, micro-teaching workshops for tutors and demonstrators have been held, guest speakers from other universities have been invited to give talks or conduct workshops. These workshops attracted interested staff members at all levels from a wide cross section of academic departments. The main result of TLAC's activities over the years has been that the idea of a "service centre" was kept alive and has found acceptance within the academic community.
   However, TLAC has not found it possible to deal effectively with the two other points mentioned in its brief. A small contribution has been made by compiling an index card register of materials available in the Dixson

---

[1] *A copy of this report follows this Submission.*

[2] *It is interesting to note that the University of Sydney recently (The* **Australian**, *21 April 1979) advertised the positions of Director and Assistant Staff for a Centre for Teaching and Learning, inviting applications from :*

"persons concerned with and experienced in the improvement of University teaching and learning. The Centre will be expected to cooperate with and act in a consultant role to the academic departments and to work closely with other services having similar objectives in the University."

(Salary ranges: Director $27,916 to $33, 061
Assistants $15,786 to $20,737 or
$21,180 to $24,687)

Library dealing with "matters concerned with the developments in education and assessment procedures at University level". In addition, material has been collected by individual members concerning the operations of educational service centres at other Universities. It has been beyond the capacity of TLAC to provide a central clearing house for information due to insufficient time, available energy and the lack of secretarial and research assistance. If these services are deemed to be necessary, as members of TLAC feel they are, a full-time director is required.

3. The need for "staff and course development" has been well recognised. The latest succinct expression of this is to be found in 'The Report of the Committee of Inquiry into Education and Training', vol. 3, February 1979 (the "Williams Report") which states:

   "The Committee recommends that the A.V.C.C. appoint an expert working party to formulate programs for staff in the theory and practice of teaching, curriculum development and examining, and then later consider how satisfactory participation in such programs might become a normal condition of tenured appointment." (R 5.24)

   "A report on Australian Universities Centres for Higher Education Research and Development" was prepared by the A.V.C.C. sub-committee on Educational Research Development as long ago as August 1973!

4. The demand for a coordinated Educational Service Unit exists, as is instanced by the fact that recently the following requests reached members of the TLAC/ESAG:[3]

   (a) from the External Studies Committee:
   to provide assistance in:
   i) the possible development of a guide to learning skills along similar lines to that produced by Murdoch University
   ii) the possible extension of Orientation Schools to cater for students in areas other than Mathematics and Social Sciences.

   (b) from the Admissions and Matriculation Committee:
   "suggestions about a programme for mature age students".

   Clearly such programmes are needed, but it should be equally clear that the provision of them goes beyond the capability of members of TLAC on a voluntary basis. It is also known from practical experience that many innovative teaching techniques have been developed, within this University and elsewhere, which should be more widely known.

5. The recognition of a need for an Educational Services Unit has been reinforced by a Report submitted to the External Studies Committee by the Director of External Studies based on his recent and extensive study of overseas Institutes for Distance Learning. A strong plea is made for

---

[3] *The External Studies' Advisory Group*

the appointment of a director to oversee and stimulate improvements in the presentation of course materials sent out to external students.

6. The current climate of public opinion, which questions the role, function and performance of the University in society, coincides with a "no growth" situation, and this presents a challenge which must be met. One of the functions of an Educational Services Unit should be the organisation of workshops and the stimulation of debate as to how more effective use can be made of relatively less abundant resources for teaching purposes.

7. It is recognised that a University fulfils a dual role in justifying its existence, by pursuing both "research" and "teaching". It lies in the nature of the academic structure and the temperament of academics making up that "community of scholars" to place more emphasis on "research" often to the detriment of "teaching". This tendency has been reinforced by the traditionally accepted "criteria for promotion". In recent years however, it has become increasingly accepted that an additional and legitimate criterion for promotion should be "excellence in teaching". A reasonably objective standard for determining this criterion could be provided in the form of confidential reports prepared by an independent Educational Services Unit. (A copy of such report must also be made available to the person concerned).

8. The growing awareness and sensitivity about the diminishing regard by the public for universities and their performance has led to a noticeable public relations campaign by universities to improve their image. One example of this has been the recent appointment of an Information Officer at this University who widely publicises the results of research, the nature of research projects and community oriented programmes, and provides for a much more attractive presentation of publications issued by the University. It must be forcefully pointed out that these aspects are not the only ones which create an image of the University in the public mind. By far the greatest impact is created by the comments made by students about the quality of their courses and by the questions raised in the community about their "usefulness". Legitimate concern is being expressed as to whether the results warrant their cost. No longer is the University required to do no more than provide the next generation of scholars and professionals. The University's adaptation to the role of a provider of mass education has never been completed, the portends of the era of "student unrest" in the late 1960s notwithstanding. It has not been recognised that the majority of students nowadays need to be "taught" rather than "lectured" to. If the poor performance of students is dismissed by stating that they are merely a "dull and apathetic lot", then it is time

to find out what makes them so in the perception of so many academics. It is not sufficiently recognised that different categories of students, having different aims and expectations from their study at University, need differently taught and structured curricula to enable them to meet the requirements of society in a period of rapid social and technological change. This lack of recognition of today's needs is shown by the lack of provision made for the individual academic on a voluntary basis to seek advice as to how to improve his teaching abilities. It is our opinion that the establishment of a competently staffed Educational Services Unit is an essential first step to be taken in order to alleviate some of the problems sketched, and to provide a clearing house of ideas for the improvements of teaching practices, communication techniques and course structures.

9. It is probable that in the near future increasing competition will have to be faced in attracting students. Such competition is almost certain to arise in the field of external studies, as more tertiary institutions are endeavouring to maintain their viability by offering courses externally. Unless UNE is satisfied to cater for a regional student population it is necessary, in order to attract a higher "standard" of matriculant, to give serious consideration to the improvement of the quality, innovative content and "relevance" of teaching programmes.

10. It is realised that our recommendations for the appointment of a Director of Educational Services will, at least initially, encounter opposition based on

    (a) resistance by many academic staff members, fearful of an intrusion upon their perceived privilege of "academic freedom"

    (b) the argument that under the present conditions of a "steady state", no funds are available for such an appointment.

    Our counter arguments are:

    (a) reservations by members of staff can gradually be overcome (as they have been elsewhere) by stressing the point that assistance is to be sought voluntarily and that advice is to be provided on an informal, and, if required, on a confidential basis. Under no circumstances should a situation be allowed to develop so that intercession by an Educational Services Unit becomes compulsory or becomes an instrument of administrative control.

    (b) the argument that no funds are available is all too easy, considering the imperative need of having to appoint a Director of Educational Services.

    If funds could be found for the appointment, by administrative fiat, of an Information Officer and substantial support staff, then it should be possible to allocate funds for the appointment of a Director of Educational

Services. Some of the support staff may be found from the existing establishment. As far as is known this University already employs a Statistical Officer and an Educational Research Officer whose present duties could be expanded and integrated into a Unit as proposed. There is a Research Officer in the Department of External Studies. There may be other people in service or research positions, the existence of whom we are not aware. Additional support staff could be found by secondment from academic departments on a temporary basis. Temporary research positions for specific purposes can be created, for which possibly outside funding may be found. Voluntary assistance along the lines of the present workings of TLAC may be offered by interested staff members. Certainly there are costs involved, but also savings can be made explicit by taking into account the prevention of attrition rates of student numbers which involve a clear cost in terms of social and academic wastage. A more efficient allocation of teaching resources through better cooperative effort and greater efficacy of teaching methods would carry benefits, even if that would involve a certain amount of retraining and adoption by staff members of a different approach to course structuring and teaching techniques.

11. It is proposed that this University appoint a Director of Educational Services who should be placed in charge of an Educational Services Unit with duties generally involving the several aspects outlined below. The Director should more specifically be charged with the integration of resources already available and the development of programmes which have as their first aim the improvement of teaching techniques and course curricula. The position should be created with the following in mind:
    (a) personality and temperament. This is crucial in a position which will require a great deal of tact, patience and tolerance combined with a sense of determination and idealism.
    (b) suitable academic qualifications combined with practical experience acquired in a similar position or as an education officer in any large institutional or corporate organisation.
    (c) the appointment should take place preferably at Professorial, but at least at Associate Professorial level to ensure acceptance by the academic community.
    (d) the position within the University organisation should be one of autonomy and independence both from the Administration and from any Academic Department to ensure complete neutrality and integrity. The Director should be accountable to the Pro Vice-Chancellor.
    (e) the salary offered should be in line with that of other senior positions. This is necessary not only to attract suitable candidates but to ensure

that the position is not seen as a stepping stone to further promotion, and should not be primarily research-oriented.

(f) the Director should be supported by a small committee of interested and committed members of the academic staff. This committee should, apart from its advisory capacity, also have a monitoring function and be required to report to the Academic Board at specified times.

(g) the Unit should be provided with an adequate budget to allow for secretarial and typing assistance, and the cost of printing and circulation of relevant information and literature.

12. The duties and functions of a Director should be the following:
- to increase awareness among staff that there are problems of an academic nature which can be alleviated, and to create a greater sense of purpose in teaching, thus boosting morale.
- to encourage academic staff, individually or in groups, to seek assistance with problems in teaching, assessment, development of course structures or use of educational technology.
- to provide staff development programmes both for new and existing staff in the form of workshops, study groups or short courses on practical aspects of teacher-student interaction.
- to coordinate existing services and draw upon the expertise already available within the University.
- to inquire into the feasibility of providing specific orientation programmes and bridging courses for students.
- to disseminate results of research into aspects of university education in regard to practice and innovative techniques in use here and elsewhere.
- to provide reports on teaching performance and evaluate the success of new approaches to teaching, if so requested by individual staff members seeking promotion.
- to conduct further research into problems of University education.

13. In conclusion, we, as members of the TLAC feel strongly that a situation has been reached where no further useful purpose can be served by a continuation of our voluntary services which, under the present circumstances, must be considered quite inadequate without professional help. We wish to place the responsibility of finding an alternative arrangement into the hands of the Professorial Board. We sincerely hope that our submission will form the basis for constructive action.

Mrs. J. Crew, Chairman

Mr. F.W. Diehl, member; Dr. B.J. Levien, member; Mr. D.E. Phillips, member

SOME NORTH AMERICAN EXPERIENCES

Academic staff development efforts in other countries is rapidly moving to the point of effectiveness. In the past, expertise was limited, a small amount of funds was allocated to such efforts, and the resistance of academics was high. Today in various Centers of Higher Education attached to Colleges of Education in universities, programmes on staff development are being organized, not only to enhance the teaching expertise of local faculties, but to further the professional development of staff beyond the confines of the immediate institutions.

These efforts to improve academic expertise combine short seminars for external staff of higher education with systematic service and research activities focused on academic improvement, institutional academic reform and professional development.

In 1970 the Ontario (Canada) Universities Program for Instructional Development began when a study of educational technology was undertaken. The study and the subsequent program formulation emphasized, among many other things, the systematic development and evaluation of the instructional process. With the program's approval in 1972, the specific aim was to assist individual faculty members in Ontario universities in improving their instruction. All inclusive in this program were use of technical services, organization of teachers' time, and research.

At Boston University, beginning in 1973, an area of concentration was included in the School of Education in lieu of establishing a Centre for Staff Development. This approach was utilized in order to avoid the greater expense of the establishment of a full-fledged centre.

At the University of California-Los Angeles the Center for the Study of Evaluation was established in 1966. Its purpose, among other things, is to evaluate the teaching effectiveness of the university staff. Faculty members are encouraged to participate in the Center's projects. The program, which brings individuals together from a variety of disciplines and institutions, offers symposia and conducts research in their areas of expertise.

At Columbia University the Center for the Study of Teaching serves selected faculty and students representing various departments of Teachers

Colleges as a forum for critical discussions of methods, theories and findings in research on teaching processes. In addition, teachers and researchers are invited from the larger University community and from other higher educational institutions.

Growing interest in academic development more recently (1978) brought the establishment of the Institute for Academic Development at Memphis State University to serve the national demand for the improvement of teaching. Colleges and universities around the country are asked to become members of the Institute which is a clearing house for information concerning teaching. Its newsletters are posted to all members each month. Invitations to seminars, symposia and conferences held throughout each year afford members opportunity to come together for discussion of current issues concerning the whole area of academic improvement.

These are only a few illustrations of the increasing concern of North American educators in the critical problems which exist in the higher educational community about weaknesses in teaching technique. Although courses in college teaching have existed in universities in North America for many years, most have centered on general discussion about the subject without any in-depth exposure of specific technique. Today those courses are moving increasingly toward providing training in skills and techniques which can only enhance the teaching profession in colleges and universities, meeting more effectively the responsibility toward student learning.

TERTIARY EDUCATION UNITS
in
NINE AUSTRALIAN UNIVERSITIES

A Report
To the Teaching, Learning & Assessment Committee

Ms. Nguyen thi Anh-Nguyet
Tutor
Centre for Administrative Studies

August 1978 – November 1978

FOREWORD

Before visiting the centres, the investigator was referred by Dr. Terry Hore, the Director of Higher Education Advisory and Research Unit at Monash University, to his report on "Teaching Research Units in Australasia" written in 1976 under the auspices of the Commonwealth Secretariat as part of its programme for the Improvement of the Quality of Teaching in universities. It is acknowledged here that this report has been used as a guideline in the presentation of the data concerning the activities of the centres visited.

The name of each centre varies with each university. The use of the terms centre, unit, and the phrases teaching and learning, teaching and research, educational research and so on are interchangeable.

The data of the report derives from the interviews and materials written about these centres.

The report is written in a general form as requested by the Teaching, Learning & Assessment Committee at the University of New England. It gives the reader a general understanding of the teaching and learning centres in nine Australian universities visited. It may be as Professor Roe states, "in such a brief form the pictures cannot be entirely accurate because exceptions, qualifications, etc. are omitted from the generalizations". If the reader needs any specific information about these centres' activities or whatsoever, he/she is welcome to write to the pertinent unit.

Anh-Nguyet

TERTIARY EDUCATION UNITS IN NINE AUSTRALIAN UNIVERSITIES

The primary purpose of this visit to tertiary education units in nine Australian Universities was:

– to investigate how other universities in Australia which have such a unit assist faculty to improve their teaching; and

– to collect information on tertiary education units for the Teaching, Learning, and Assessment Committee of the University of New England.

Nine units were visited from August to November 1978:

Centre for the Study of Higher Education – Melbourne,
Higher Education Advisory and Research Unit – Monash University,
Tertiary Education and Research Centre – University of New South Wales,
Centre for the Advancement of Teaching – Macquarie University,
Office for Research in Academic Methods – Australian National University,
Institute of Tertiary Education – University of Queensland,
Centre for the Advancement of Learning and Teaching – Griffith University,
Advisory Centre for University Education – Adelaide University,
Educational Research Unit – Flinders University.

The initial aim of the visit was to interview the directors about the origins, functions, organization, staffing, equipment, funding, research, and problems of these units. Fortunately, the warm welcome and help given by staff of these units made interviews possible with 28 people including directors or acting-directors, academic staff, research assistants or graduate assistants, and some technical staff.

The report discusses the centres in general. In Appendix 1 these centres are treated individually in more detail. A list of these centres and interviewees is given in Appendix 2. Appendix 3 describes the guidelines for the development of tertiary education units in the 1970's.

When looking at the historical development of these units, they can be classified into two groups:

1. Units established in the 1960's (Melbourne, Monash, New South Wales, and Macquarie),

2. Units established in the 1970's (A.N.U., Queensland, Griffith, Adelaide, and Flinders).

Tertiary Education and Research Centre, U.N.S.W.

The centres which were established in the 1960's were set up to meet student unrest and the needs of academic staff for improving the quality of their teaching. In fact, they were an extension of the Audio-Visual units and the Educational Research units. The three sections Audio-Visual, Research and Development and Academic Advisory were amalgamated and regarded as a single unit (Melbourne, Monash, New South Wales). Their development was fragmentary, but their achievement provided a springboard for the foundation of new centres in the 1970's. There is an exception in the case of the unit at Macquarie University which was a newly established university in the 1960's. The Audio-Visual section was included from the very beginning of this unit's foundation in 1967.

As regards the Tertiary Education Institute in Queensland, although it was established in early 1973, the decision to found it was taken long before the Australian University Commission expressed its support for such units. This decision reflected the same concern as those units in the 1960's about teaching, and some response to student activism in the late 1960's.

The main objectives of these units are to influence faculty to improve the quality of teaching. Their functions are thus to provide academic advisory

services, staff development programs, technological services (if the educational technology section is incorporated into the unit) and to conduct research into problems of higher education. Professor Ernest Roe, Director of the Tertiary Education Institute, describes the roles of these units as follows:

> Many units have the improvement of teaching as part of their brief. Its priority, among the diverse activities of units, varies a great deal. The approach is probably much the same everywhere; private consultations with staff members who seek help; a variety of seminars, workshops, small and large courses, some open to all, others directed towards a single department, some of these attempting a wide coverage of teaching activities, or clinical assessment, the publicising through pamphlets and newsletters of teaching problems and solutions, and the circulation of home-made material, from practical hints and guidelines to more theoretical discussions of teaching. (Roe, 1978)

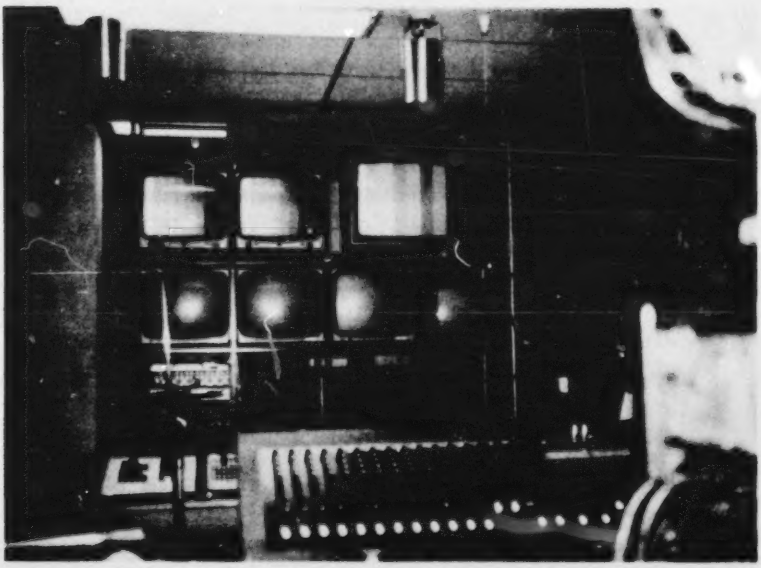
In general, each of the units is a distinct and autonomous department within the University, although Melbourne and Macquarie units have some functions which link them to the Faculty or School of Education.

The Director of the unit is responsible to the Vice-Chancellor or his Deputy, except for the Director of the Unit at Macquarie, who is responsible to the Head of the School of Education, and the Directors of Units at Monash and Melbourne who are answerable to a Standing Committee of Professorial Board.

Academic staff of units are given academic status as in any other departments of the university. The Directors of units at Melbourne, Queensland, New South Wales were appointed as Professors. The Directors of units at Macquarie and Griffith were appointed at Professorial levels. The other Directors were appointed at Associate Professor/Reader level (Monash, Australian National University) or Senior lecturer level, receiving Head of department allowance (Adelaide, Flinders).

All units have a simple organisational structure. Members of the unit are responsible to the Director, but they work in a task-oriented system based on their research interest.

The units with Audio-Visual Aids sections provide full color TV studios, cinefilm production, photographic dark room, graphic arts facilities (Melbourne, Monash, New South Wales) or a full range of equipment for TV projection and production (Macquarie, Adelaide), or a wide range of audio-visual equipment for media workshops (Queensland, Griffith). The Units without Educational Technology sections (Australian National University and Flinders) do not have any major equipment. This situation reflects the different attitude of the Directors towards the amalgamation of Research and



Higher Education Advisory and Research Unit, Monash

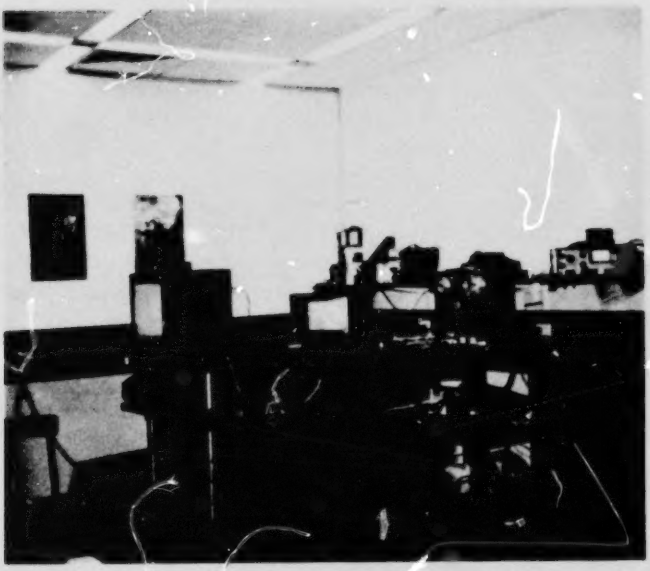
Staff Development sections with Educational Technology sections.

Each of the Units has a separate budget allocation from their University's central funds. Estimates reveal that the annual budgets range from $75,000 to more than a half million dollars. Independent research projects are funded from grants from outside agencies.

Research activity is directed towards service to the University through applied research contracted by government agencies, research related to policy questions, and research on some studies of basic processes in higher education (Melbourne, Monash, New South Wales, Flinders, Queensland, Australian National University). Activities of centres at Macquarie and Adelaide emphasize staff development and institutional research. The Centre for the Advancement of Learning and Teaching at Griffith, which is a new university with new organizational structure is more involved in course design, evaluation, and curriculum development with the four Schools (Science, Australian Environmental Studies, Humanities and Modern Asian Studies). This is a university which has a systematic approach to curriculum development. The role of CALT (Centre for the Advancement of Learning and Teaching) is well described by Professor Willett, Vice-Chancellor of Griffith University as follows:

To reinforce its stand on teaching, Griffith set up the Centre for the Advancement of Learning and Teaching (CALT) at the same time as it established its first four schools. CALT's terms of reference invite it to be more concerned with the objectives and strategies of teaching than with tactics and methodologies at the 'chalk face'. It is expected to be involved in the development of teaching policy in each school. To this end, members of its academic staff are members of each course planning team in the Schools and, as a body, CALT has a substantial voice in the University's Academic Committee where teaching and assessment proposals are evaluated. CALT's role creates some friction and some tension but, in the main, it is effective and accepted, that its main achievement has been 'inspiration through irritation'. CALT has also been given a central role in the attempts by Schools to measure their teaching effectiveness by surveys of students. All such surveys are designed by CALT to the Schools' specifications, and satisfaction, and administered by CALT.

(Willett, 1977)



Centre for the Advancement of Learning and Teaching, Griffith

In other traditional universities, the approach to curriculum development is either nil or piece-meal. They deal rather with individual departments on requests.

Good cooperation between centres concerning exchange of information is seen in the agreement reached on the production of *Labyrinth*, a clearing-house bulletin for research and development units in universities and colleges in Australia and New Zealand in July 1977. The Tertiary Education Institute, Queensland University edits this bulletin.

From the foregoing information about these teaching and research units, some observations can be made.

The centres which were established in the 1960's have developed considerably their hardware section.

The Centres for the Study of Higher Education (Melbourne) extended its Educational Technology section with a new unit "The Production and Design Unit". The emphasis is on the interaction between academic and technical staff. The Higher Education Advisory and Research Unit (Monash) has developed considerably its Educational Technology Section which includes the Audio-Visual Audio-production services. The Educational Testing Centre of the Tertiary Education Research Centre (New South Wales) and the Audio-Visual unit of the Centre for the Advancement of Teaching (Macquarie) are planned to become independent units in 1979.

The Centres which were established in the 1970's were seriously affected by the cessation of the triennial funding in 1976. It is noted that since their foundation, there has been no increase of academic staff (TEDI, ORAM, ERU), except for CALT (Griffith).

The strengths of the Centre for the Study of Higher Education (Melbourne) lie in its research, its design and production of teaching materials, and its graduate studies programme. It is the only centre which successfully implemented a Master of Education in Higher Education in 1979. Three advanced courses in Higher Education are offered by this Centre (Higher Education Institutions and their Functions; Policy, Planning and Evaluation in Higher Education; Instructional Design and Evaluation in Higher Education).

The Higher Education Advisory and Research Unit's (Monash) emphasis is on its advisory, technological services (both audio-visual services and audio-production services), and research activity especially into problems of adult learners. It was planned that the Unit's staff would be teaching one of the three advanced courses in Tertiary Education in the Master of Education programme (Advanced Methods in Tertiary Teaching; Psycho-Social Aspects of Mature Age Students; the Adult Learner) in 1979. However, it seems that this programme has not yet been implemented.

The Tertiary Education Research Centre (New South Wales), currently

Advisory Centre for University Education, Adelaide

without a Director and with insufficient academic staff, tends to keep its activities going especially on research and development project contracts, institutional research, publications of newsletters and research papers on aspects of teaching and learning.

The Advisory Centre for University Education's (Adelaide) activities have slowed down since the post of Director became vacant. There is now only one academic in the Centre. The emphasis of the Centre tends to be on the running of short courses, seminars, workshops, and consulting on course evaluation and course development with individual departments.

The Tertiary Education Institute (Queensland) is involved more in helping staff in their teaching methodologies course evaluation, and teaching innovations by producing newsletters, teaching memos, and organizing workshops and seminars on teaching and learning problems.

Amongst the units, the Tertiary Education Research Centre, the Centre for the Advancement of Teaching, and the Tertiary Education Institute produce a large number of publications on aspects of teaching and learning. These publications are distributed free on request.

The Office for Research in Academic Methods' activities (Australian

National University) are more institutionally oriented. Staff of the unit assist the teaching staff in teaching methodology, assessment, course design and course evaluation. Their research activity is directed more towards institutional problems.

The Educational Research Unit (Flinders) focuses its activities on educational research especially in higher education.

The Centre for the Advancement of Teaching (Macquarie) is well known by its quantity of publications on aspects of teaching and learning, and recently its minicourse programme for professional training in any organization (primary, secondary, tertiary institutions and industrial and military organizations). There is not much original research done by the Centre because it has had only one academic for nearly ten years and a second one was only appointed in 1976.

The Centre for the Advancement of Learning and Teaching (Griffith) is still growing with the encouragement of the University. Work is done in course design, course evaluation and course approval.

When looking at the development of these centres, some of their problems can be identified.

The Centres established in the 1960's have provided a model for the development of new units in the 1970's. In general their development has been piece-meal, except for two centres in the new universities, one at Macquarie and the other at Griffith. It is unfortunate that the Centre for the Advancement of Teaching (Macquarie), although it was planned before the start of university teaching, was not able to achieve its original aims because of lack of institutional support (lack of academic staff). The future of the Centre for the Advancement of Learning and Teaching (Griffith) looks more optimistic with the strong support provided by the University.

Most of the Centres still have temporary premises (Melbourne, Monash, Flinders, New South Wales, Australian National University, Queensland). This factor may hinder the co-ordination of centres' activities, although it is considered a minor problem.

The insufficient provision of academic staff has hindered the expansion of these centres, and has caused the cancellation of some programmes (fewer seminars and workshops for staff development, cancellation of long-term courses in tertiary education). The dilemma of academic staff working in these units lies in the difficulty of determining priorities for their activities. A full commitment to their service functions would not earn them promotion. This is reinforced by the present "steady state" of the universities. There is not much opportunity for career advancement because mobility between institutions is very limited. Although they wish to be able to perform well in their three functions as academics: research, teaching, and service to the university community, they feel their research activities are

Educational Research Unit, Flinders

most rewarding. At present, it is not easy for the staff of these units to be assigned to some teaching function in a given department because most departments are overstaffed.

An intangible part of the Centres' programmes is that of staff development. From interviews with staff of the centres, there is a wide spectrum of opinions amongst university staff about the impact of their programme on the quality of teaching and learning. One of the directors said that the prime difficulty for the centre was to make academics more generally aware of their teaching problems. The question of the legitimization of staff development programme arises here: do the staff development programmes offered by these centres meet the needs of the universities? Is there any need to re-define what the university staff can do to improve their professional competence in teaching?

These centres have excellent researchers in higher education and they are keen to work with teaching staff on any aspect of teaching, and learning. The question is whether the University or university staff know how to use effectively the services offered by these centres. Has any University formulated any policy based on the findings of research in higher education

carried out by these centres? What is the role of the university administration vis-a-vis the improvement of teaching and learning?

Probably, we should not be pessimistic about the future of these centres. The units established in the 1960's achieved all their initial objectives of development: consciousness raising, teaching, learning and research awareness, and organizational consolidation (Francis, 1975). Those originating in the 1970's have completed the process of establishing themselves as part of the University structure, and have become a significant part of the University scene (TEDI Report, 1978).

For the Teaching, Learning and Assessment Committee at the University of New England, the writer asked the interviewees, especially the Centres' directors, to offer any suggestions from their experience about the possibility of establishing a new unit at the University of New England. The main suggestions were recorded as following:

– there is a need to identify what the staff and students of the University of New England want. The establishment of clear criteria of terms of references for the centre is very important for the later development of centre's programme.

Centre for the Study of Higher Education, Melbourne

– there are two attitudes vis-a-vis the amalgamation of two sections: Advisory Research and Audio-Visual Services. Some see that the integration of the two sections is a necessity for the co-ordination of centre's activities, others prefer to keep them separate to avoid administrative troubles.

– the personality, in particular the leadership qualities of the Director, is also important. He may be a person from outside or from the University itself, but he should be knowledgeable in problems of higher education and in teaching and learning improvement. He should be good in public relations, be able to relate to all staff of the university and be given professorial status to facilitate his task with academics.

– the Unit should have a minimum academic staff of at least three (one director, two senior lecturers or lecturers), adequate research assistants and secretaries.

The main and common problem encountered by these units is the gap between their budgetary situation and the increasing demands on centre services. It has many implications for organization, staffing, activities, and future planning of these centres.

In a nutshell, the foregoing investigation of nine universities' centres on the improvement of the quality of teaching and learning may help the University of New England to look carefully at its capacity to establish and sustain a full-time unit. If the University decides to establish a Unit the research undertaken indicates that comprehensive provision must be made for its long-term development and for its capacity to be responsive to change.

Centre for the Advancement of Teaching, Macquarie

REFERENCES

Australian Universities Commission, Fifth Report, Canberra: Australian Government Publishing Service, 1972.

Annual Reports of nine centres visited.

Francis, J. Bruce, "How Do We Get There From Here? Program Design for Faculty Development", *Journal of Higher Education*, 46 (6), 1975, 728.

Roe, Ernest, "Improving Teaching and Learning", A Paper presented at the Conference on Australian Tertiary Education in the Aftermath of Expansion" sponsored by Education Research Unit and Office for Research in Academic Methods, Australian National University, Canberra, 13-15 July, 1978.

TEDI, *The First Five Years* Report, 1978.

Willett, F.J. "Quality Control of University Teaching: The Responsibility of a Vice-Chancellor", *The South Pacific Journal of Teacher Education*, Vol. 5, No. 1, 1977, p. 30.

Dr. John Bowden, Melbourne

Mr. Robert Cannon, Adelaide

Dr. Terry Hore, Monash

Dr. Russell Linke, Flinders

Dr. Rex Meyer, Macquarie

Mr. Allen Miller, A.N.U.

Prof. Ernest Roe, Queensland

Dr. Robert Ross, Griffith

APPENDIX 1

1. THE CENTRE FOR THE STUDY OF HIGHER EDUCATION (C.S.H.E.) (University of Melbourne)

1.1 Origins

The establishment of the Centre for the Study of Higher Education developed from an Audio-Visual section originating in 1948 and an Education Research Office in 1958. The Centre emerged through co-operation between two schools – Education and Engineering, to improve educational practices, and staff development. A Teaching Office began in 1961 and the actual Centre was established in 1968. Mrs. Barbara Falk became Director (Reader) and continued until 1975. The Centre's three sections – research, development and educational technology – are regarded as one unit. Dr. David Beswick became Director in 1976.

1.2 Functions

The major functions of the Centre are to provide:

– staff development and technological services to the University, and to conduct research into problems of Higher Education by offering:

– a consultative service to the University on problems in higher education,

– an in-service training of academic staff in teaching methods and courses taken for credit towards graduate degrees in education, and

– a range of educational technology services to the University including television, cine, audio, graphics and photographic processing.

1.3 Organization

In 1978, the administrative restructuring of the Centre was as follows:

The *Educational Technology section* continued services begun in 1968 and previously provided by the non-academic department of Audio-Visual Aids before this section merged with two others, the University Teaching Office and the Educational Research Section to form the Centre for the Study of Higher Education in 1968. At the present time, the Educational Technology section provides consultation and practical assistance in the design, production and evaluation of teaching programmes for

individualized and group use, advice on the learning environment, production service in graphic design, audio and video recording, still and cine photography, and assistance in developing and maintaining departmental equipment systems.

The Production and Design Unit was established in 1978 to continue and develop part of the services previously offered by staff in the Education Technology Section under the direction of an academic of the University. It gives support to the teaching and research functions of the University. Support given to teaching staff of the University is in the production of instructional materials, tapes, slides, audio-video tapes, and films. Support given to research activities is in the evaluation of the use of audio-visual materials for use in the University especially in the Medical Faculty.

The *Research and Staff Development Section* has offered a service to all staff since 1968. This includes discussion of teaching, study groups, educational technology, student course evaluation assessment of learning, workshops, courses in Higher Education which form part of the Master of Education in Higher Education programme (offered in 1979), cooperative research with members of departments in multidisciplinary research on higher educational institutions and processes, and consultations.

The Centre reports to the Council (governing body) through an Advisory Board and is a department of the Faculty of Education for some purposes, including the encouragement of research and graduate studies. Staff of the Centre is responsible to its Director. The Director is required to report to the Advisory Board, which is empowered by Council to determine policy in consultation with the Director.

1.4 Staffing

The academic staff of the Centre consisted (late 1977) of a professor and five other tenured staff, and five research fellows (two on secondment from other institutions) with seven graduate research assistants. Technical staff members also comprise about half of 40 people employed in the Centre. About one quarter of all positions are temporary and dependent upon special grants, research contracts, etc., with a commitment of not more than one year.

1.5 Equipment

The Centre has full color TV studios, cinefilm production, photographic dark room, computer terminal, graphic arts facilities.

In 1977 it installed new colour TV equipment at a cost of $72,000, providing a central facility in the university for making colour video-tape programs at a standard comparable to that of television.

1.6 Funding

As a department of the University, the Centre is funded from the University's central funds. Its research activity is assisted by outside agencies' funds. For instance, research activity in 1977 was assisted by funds from the Professorial Board, the Student Services Committee, the Student Housing Board, the ERDC (Education Research and Development Committee), the ARGC (Australian Research Grant Committee), the Williams Committee of

Inquiry into Education and Training, and the Rural Credits Development Fund of the Reserve Bank.

1.7 Research

Research studies are a direct service to the University of Melbourne, through applied research contracted by government agencies and related to policy questions, to some studies of basic processes in higher education such as the function of intrinsic motivation.

1.8 Some problems

The main problems of the Centre are with the tighter budget caused by the steady state of the University, the promotion of senior staff, and the insecurity of temporary staff. This situation was reported in the Centre's Report to Council and Professorial Board 1977 as follows:

> One clear by-product of the tighter budgetary situation of universities in recent years is additional strain on atypical academic departments like the Centre, which have a major service responsibility to university departments and committees and to individual academics.

The crucial problem is that within the University there is an increasing demand in terms of both the quantity and diversity of the Centre's Services, which strains the available resources.

2. HIGHER EDUCATION ADVISORY AND RESEARCH UNIT (H.E.A.R.U.)

(Monash University)

2.1 Origins

Its history dates from 1964, when an Educational Research Officer was appointed on the recommendation of the University's Standing Committee to undertake service projects referred to the Committee for investigation. In 1969, this Education Research Unit was reorganized into the Higher Education Research Unit. In 1971, the main functions of the Higher Education Research Unit were to keep departments informed about research into teaching and evaluation, and assist departments in any of their functions. In 1973, under the new leadership of the present Director (Dr. T. Hore), this Unit was reorganized into the Higher Education Advisory and Research Unit. This new structure was the result of an amalgamation of H.E.A.R.U., the T.V. and AV services. The emphasis of the new unit is on its major advisory role.

2.2 Functions

The major functions of the Unit at the present time are

To assist academic staff in the various faculties, either individually, or through the organization of short courses,

with problems in teaching, assessment, use of audio-visual services and in all aspects of course evaluation.

To conduct research into all aspects of tertiary education.

To supervise higher degree students in the area of tertiary education who may be attached to the Unit for this purpose.

To provide information about innovations and research in tertiary teaching.

To assist the Faculty of Education in teaching courses designed for students of tertiary education.

2.3 Organization

The Unit is autonomous, separate from any faculty and has its own budget. It consists of two sections:

2.31 The Advisory and Research Section (Budget Dept. 152)
2.32 The Educational Technology Section (Budget Dept. 201)

Staff of the Unit is responsible to its Director. The Director is nominally responsible to the Chairman of the Standing Committee of the Professorial Board.

2.4 Staffing

The staff establishment of HEARU is twenty seven (1977), consisting of seven academic positions (including the Director, appointed at Associate Professor level, one position to be filled by secondment from other departments, three senior lecturers, and two lecturers), two graduate research assistants, one developmental engineer, five administrative/secretarial support staff, and twelve technical staff.

2.5 Equipment

The Unit has a full range of equipment for projection and production (film and monochrome television).

2.6 Funding

As a department of the University, the Unit is funded from the University's central funds. It has two budgets, one for the Advisory and Research Section, another for the Educational Technology Section. Projects of a more fundamental nature are usually funded from external sources, or, if they are not expensive, carried out within the HEARU budget. For instance, research activity in 1977 was assisted by funds from the E.R.D.C., Felton Bequest, the A.R.G.C., and the Medical Research Committee of the Australian Association of Brewers.

2.7 Research

Research activities in HEARU include: "action research, fundamental research, research students, secondment scheme, information and its dissemination. Most of the research conducted in HEARU is "action"

research aimed at providing information on current problems at the institutional or departmental level. For example, what is the social composition of the first-year intake? How well do students admitted under "special entry" schemes do in the first year test? What options do students prefer in the later years of the Law degree? Studies of this sort are requested by departmental committees or individuals. Examples of fundamental research are the learning of concepts in physical chemistry; the epistemological sources of linguistic inadequacy; the problems faced by mature students returning to higher education over the next two decades and the development of strategies to cope with these changes. A typical example of research students would be a student working towards a Ph.D. in legal education being jointly supervised by the Faculty of Law and HEARU. Academic staff may be seconded to HEARU in order to carry out research in higher education, or to develop individualized learning materials. Discussions on topics of current interest are published periodically in *Notes on Higher Education.*

2.8 Some problems

The main problem still lies in the financial aspect. The lack of funds caused by the cessation of triennial planning from the end of 1976 precludes the physical amalgamation of the two Units (the Audio-Visual Aids section adjacent to the Faculty of Medicine and the Advisory and Research Staff within the Law Building). The growth of the Unit and, in the future, the promotion of senior staff in the Unit are also considered to be problems.

3. TERTIARY EDUCATION RESEARCH CENTRE (T.E.R.C.)
(University of New South Wales)

3.1 Origins

The Centre was set up originally as an Education Research Unit in 1961. The findings of a major research study "Failure and wastage at the University of New South Wales" and the pressure from the student unrest in the 1960's had an impact of the foundation of the Centre. The Educational Research Unit was re-organized and renamed the Tertiary Educational Research Centre in 1968. Professor F.M. Katz was appointed Director of the Centre in 1969. He resigned in May 1977 from his position as Director in order to take up the post of Chief Scientist for Education Evaluation in the Division of Manpower Development, W.H.O., Geneva. At present the post of Director of T.E.R.C. is vacant.

3.2 Functions

The functions of the Centre are "to carry out research and development activities relevant to the operation of the University generally and especially to its teaching-learning programme". (T.E.R.C.'s Annual Report 1975).

3.3 Organization

In 1978, the Centre was under review. The new structure or new

restructuring of T.E.R.C. will depend on the leadership of the new director, if the position is filled in 1979.

Up to 1975, the Centre was organized in five sections:

1. The Research and Development Section assists individual staff members of the University to improve their teaching, provides them with information on recent innovations in teaching methods, curriculum construction and curriculum evaluation, and arranges workshops and seminars on topics of interest to the staff.

2. The Educational Testing Centre possesses a Westinghouse high-speed document reading facility and serves the whole of Australia.

This Centre offers the following services to the University:

- give staff and students in the University individual printed reports on strengths and weaknesses in their teaching and learning throughout a course;
- give staff advice and assistance through workshops and consultation on the construction and use of all forms of examinations;
- provide data banking, custom-made examination booklets, video and teletype terminal facilities, programmes for providing lessons in a wide variety of subjects, document reading facilities for processing booklets of up to 32 pages of questionnaire or other material, and research services for evaluating academic programmes as they are presented.

3. The Teaching and Learning Resources Centre offers the following services:

- information on all aspects of educational media;
- consultation and advice on the various media;
- lending equipment and materials, coupled with a consulting service on their uses in teaching and learning;
- demonstrations and displays at regular intervals; and also seminars and workshops on the various uses to which educational technology can be put.

4. The Film Centre offers the following services:

- give advice on the suitability of the film medium in each individual case;
- advise what films are available on any subject;
- order and obtain films for use in lectures or for preview.

5. The Visual Aids Centre offers the following services:

- Advice is available on how to produce more effective audio-visual materials, including tape/slide combinations;
- The Centre produces slides, photographs, charts, 16 mm films and 8 mm film loops. For more involved programmes video tapes are produced and a video tape recorder is available to staff for special requirements.

This Centre is autonomous and has its own budget. Staff of the Centre are responsible to its Director. The Director is responsible to the Vice-Chancellor through a Pro-Vice-Chancellor.

3.4 Staffing

In 1978, T.E.R.C.'s staff consisted of one Acting Director, two

Senior lecturers (one of whom has subsequently been appointed to the administrative position of Head of the Educational Testing Centre), one lecturer, one senior education officer, five education officers, one permanent research assistant, one film officer, one visual aids officer, one photographer, three programmers, one computer operator, one machine operator, two stenographers. Nine staff are employed with the aid of contract research funds.

3.5 Equipment

The Educational Testing Centre has a Westinghouse high-speed document reading facility. The Film Centre has film projection equipment with its own small theatre. The Visual Aids Centre possesses audio-visual equipment for 16 mm film production, video-taping and photographic work.

3.6 Funding

The Centre is funded from the University's central funds. Independent research projects of a more fundamental nature are assisted by outside agencies' monies. For instance, research activity in 1977 was assisted by funds from the E.R.D.C., the A.V.C.C., C.A.E., and the Kellogg Foundation.

3.7 Research

In 1977, the following major research and development projects were undertaken:

- Teaching and Assessment of Interpersonal Skills;
- Production and Evaluation of Film Material for Use in Staff Development Programmes-
- A First Year Course in Sociology;
- Mature Age Unmatriculated Students;
- Deferred Admission;
- Teaching and Experimentation Skills in Engineering.

Work continued on several long-term contract research and development projects such as: The Social Composition of Entrants to Tertiary Educa Education, Behavioural Sciences in Medicine at the University of Sydney, Evaluation of Clinical Performance of General Nursing Students, and Continuing Education at the Postgraduate level.

3.8 Some problems

The temporary location of the Centre is a problem for the coordination of its activities and for contact between T.E.R.C. and university staff.

The main and most serious problem is the lack of a director. This inhibits T.E.R.C.'s future planning.

There is a problem in being a small unit in a big university. The University schools are served by a handful of T.E.R.C.'s staff. It is difficult to reach a large number of university staff and have a large impact on the improvement of teaching and learning in the University;

There is a problem in defining the University's needs;

There is no Advisory Committee or Consultative Committee which can put forward or support T.E.R.C.'s suggestions;

The general problem is the decline of morale in the University. All

expectations that University staff had in the past will be reduced (mobility of staff, opportunity for promotion, opportunity for study leave, amount of money for research).

4. CENTRE FOR THE ADVANCEMENT OF TEACHING (C.A.T.) (Macquarie University)

4.1 Origins

Macquarie University was founded in 1965. The foundation Professors were appointed in 1965 and 1966 to do all the planning of the University's activities. They perceived the following needs for the University development:

- the need for a staff development function on the campus;
- the need for a new university to establish a good working relationship with the educational community at large; and
- the need to establish an information clearing-house on teaching procedures and to assist academic staff members in innovations in teaching.

The Centre for the Advancement of Teaching was established to cater for those needs. In January 1967 the foundation Director of the Centre was appointed.

4.2 Functions

To meet the needs of the new university, the functions of C.A.T. are the following:

- staff development;
- community liaison in education;
- consultant service in education;
- supervision and organization of an audio-visual service of the University; and
- supervision and organization of material resources.

4.3 Organization

The Centre is autonomous and has its own budget within the School of Education.

Up to 1978, the Director was responsible to the Head of the School of Education for:

1. an academic program, including staff improvement activities, for information and consultancy on aspects of teaching, especially curriculum, teaching techniques and media; and

2. a unit concerned with audio-visual production and service.

The Audio-Visual Unit is composed of five sections: television, audio, graphic art, photography and projection. Each section is under the direction of a senior technical officer and technical aspects of production are coordinated by a Manager of Technical Services.

In 1979, the Centre is likely to be replaced by three independent

units:

1. The Audio-Visual Unit,

2. The Staff Development Unit (The Head of this Unit will be responsible directly to the Vice-Chancellor),

3. The Continuing Education function which focuses on the teaching profession and will be attached to the School of Education.

However, no policy has been announced yet about this organizational change.

4.4 Staffing

The Centre consists only of two tenured academics including a Director (appointed at Professorial level) and an Assistant Director (appointed at Senior lecturer level, in 1976). Two tutors are provided by the School of Education. One works four days a week, another became a full-time tutor in 1978. The sale of minicourse manuals has been used to pay the salaries of these tutors. The remaining staff are general or technical staff. The total number of staff is about forty.

4.5 Equipment

The Centre for the Advancement of Teaching has a full range of equipment for TV projection and reprographic, audio network, reloading, duplicating, dubbing equipment as well.

4.6 Funding

In the main, the Centre is funded from the University's central funds. This covers the salary of a Director, an Assistant Director, all technical staff, and maintenance and equipment costs.

C.A.T.'s funds are also augmented independently by course fees and by the sale of minicourse manuals. This fund is sufficient to pay the salary of two tutors and to cover the cost of the development and publication of materials. Some of this money goes back to the central fund to make the University more sympathetic to C.A.T.'s activities.

4.7 Research

The publications of C.A.T. in 1978 consisted of *Bulletins* "Teaching and Learning in the University", *Articles* on aspects of curriculum development, especially in the sciences; *Reports* by the Director on Aspects of Biology Teaching in Developing Countries, *C.A.T. Education Monographs*, and *Minicourse Manuals* on aspects of teaching and learning.

4.8 Some problems

The main problems of C.A.T. have been the following:

– C.A.T. has been seen as a difficulty for other schools in terms of competition for resources;

– there has been an unbalanced growth between various components within C.A.T.;

– the attitude in the early years of the University on the academic

side. The Director of C.A.T. had support on the non-academic side. He was given plenty of equipment and non-academic staff, but little provision for academic staff was made. The early growth of C.A.T. was partly due to the support of the School of Education, which gave it two tutors to develop the staff development programme including the development of minicourses.

5. OFFICE FOR RESEARCH IN ACADEMIC METHODS (ORAM) (The Australian National University)

5.1 Origins

The Office for Research in Academic Methods was established in March, 1975 as a result of several years of discussions concerning the need for a unit and its possible functions. Its establishment was also the result of the University's concern about the student rate of attrition which involved the wastage of scarce resources of a serious magnitude, and the University staff interest in the improvement of teaching.

5.2 Functions

The functions of ORAM include:

- encouragement of an interest among academic staff in the improvement of teaching and learning;
- assistance to academic staff in the development and review of their courses and teaching;
- collection and analysis of information useful in the planning and decision-making within the University, particularly with respect to the allocation and effective use of resources;
- information on higher education from research and other sources made available to members of the university.

5.3 Organization

ORAM is an independent Unit in the Australian National University with its own budget. Its Head is responsible to the Australian National University Council through the Vice-Chancellor. The direction and development of ORAM is determined by its Head in consultation with the Advisory Committee.

In line with ANU policy for the systematic review of all sections of the University, ORAM was reviewed at the end of 1978.

5.4 Staffing

In 1978, ORAM has three academics including the Head (Reader) two research fellows, one permanent research assistant, two temporary research assistants, one secretary, one clerk, one programmer, two or three visiting fellows at varying periods.

5.5 Equipment

ORAM is not concerned with audio-visual aids. It can borrow

equipment as required from the Instructional Resources Unit which is independent from ORAM. It has adequate typing and photocopying equipment and a 'portapack' video recorder for recording teaching when requested.

5.6 Funding

ORAM is funded from the University's central funds. Its budget covers staff salaries, research equipment and maintenance expenses.

5.7 Research

Staff of ORAM are participating in a number of studies relating to higher education. For instance, ANU student Performance and Progress Study, Student Involvement Study, Australian Scientific Leadership Study, University Goals, and Postgraduate Education.

5.8 Some problems

The major problem is the continuation of financial support for the programmer. This hinders long-term research activity, such as the Student Performance and Progress Study.

6. TERTIARY EDUCATION INSTITUTE (T.E.D.I.) (University of Queensland)

6.1 Origins

The decision to establish TEDI was taken long before the Australian University Commission expressed its support for such units. The reasons for the decision are not clear. It seemed that it derived from a genuine concern about teaching and some response to student activism in the late 1960's.

6.2 Functions

The major functions of TEDI are to improve the quality of teaching and learning in the University by research and practical means.

6.3 Organization

TEDI is autonomous and has its own budget. The Director decides in consultation with his own staff on projects and activities to be undertaken. He has a nominal responsibility to the Deputy Vice-Chancellor.

6.4 Staffing

The Institute includes a Director (Professor), two lecturers, three graduate assistants, one secretary, one clerk typist, and one academic staff seconded full-time from a teaching department for a given period.

6.5 Equipment

TEDI has a computer terminal, calculators, and a wide range of audio visual equipment.

6.6 Funding

The institute is funded from the University's central funds, research grants and some maintenance grants.

6.7 Research

Research activity in TEDI in 1978 consisted of action research such as Teaching and Learning in Mechanical Engineering, Study of Change in the Arts Faculty, and Review of the Semester System, and a long-term study of the origins, aims and development of Griffith University of a more fundamental nature.

6.8 Some problems

The main problem is financial. TEDI has so far only a small number of academic staff (3). It is difficult for those staff to maintain a balance between the dual role as academic and academic support service staff, because "to be fully committed to TEDI's service role will not earn them promotion" (TEDI – *The First Five Years* Report, 1978). Some other problems are concerned with TEDI's operations. Its impact on the university staff is not measurable, because teaching is largely composed of intangibles. Finally, there is a complex problem of TEDI priorities between research and service functions.

7. THE CENTRE FOR THE ADVANCEMENT OF LEARNING AND TEACHING (CALT) (Griffith University)

7.1 Origins

The Centre was established in 1974, eight months before the start of the University teaching. The Planning Committee of the University decided by 1972 that the University should have a Centre for the Advancement of Learning and Teaching to be in tune with the times, i.e., to be in line with the Australian Universities' Commission policy.

7.2 Functions

The major functions of CALT are:

"1. To assist the faculty staff in the development of courses . . .

2. To assist faculty staff to evaluate the success of their courses . . .

3. To supply an audio-visual service to the University . . .

4. To advise the University where appropriate on all policy matters that affect the success of the teaching programmes directly or indirectly . . .

5. To advise and assist students with specific learning problems . . .

6. To help staff improve their teaching techniques . . .

7. To be a source of information on research findings on educational

techniques and to promulgate such information within the University.

8. To make known outside and within the University the results of evaluation of new techniques used within the University.

9. To extend advice on learning and teaching to non-faculty staff where appropriate.

10. To co-ordinate, advise on and in general administer the collection of information about the attitudes of students. To advise on and in general carry out the interpretation and use made of such information. To perform this function both within the University and for the approved programmes of investigation for organizations and individuals who have approached the University's policy on the supply of such information.

11. To assist the University to formulate policy on procedures the University could adopt when considering applications for tenure or promotion of faculty staff.

12. To assist the Academic Committee to review the progress the University is making towards achieving its goals."

7.3 Organization

CALT is autonomous and has its own budget. The Director has responsibility to the Vice-Chancellor, nominally through the University's Academic Committee. The University's Academic Committee is composed of the Chairmen of the four Schools (Science, Australian Environmental Studies, Humanities, Modern Asian Studies) and the Director of CALT together with representatives of the teaching staff at all levels, students and the Council.

7.4 Staffing

CALT has seven faculty staff including a Director (Professor), two senior lecturers, and a lecturer, and a senior teaching fellow, and two teaching fellows. There are also about fourteen general staff.

7.5 Equipment

The Centre has simple video equipment for media workshops and equipment for simple production and projection of audio-visual aids.

7.6 Funding

The Centre's budget is funded from the University's central funds.

7.7 Research

The emphasis of CALT is on its academic advisory role in helping University staff design courses, especially first-year foundation courses, evaluate courses, and if there is any research, it should be on institutional problems providing information feedback to academic staff to improve their teaching techniques.

7.8 Some problems

The main problem of CALT is the difficulty of making University

staff aware of their teaching problems. Staff coming to the new institution bring with them from their background their experiences and perceptions on what university education is about. Time and money are significant constraints on overcoming this problem.

8. ADVISORY CENTRE FOR UNIVERSITY EDUCATION (A.C.U.E.) (University of Adelaide)

8.1 Origins

The Centre was established in September 1973 at the time when the University of Adelaide was growing and under pressure from students to respond to the needs of staff to improve the quality of their teaching. At this time also the Australian University Commission and the Australian Vice-Chancellor's Committee supported the concept of units in Universities.

8.2 Functions

The main functions of the Centre are:

8.21 to give professional assistance to those staff members and departments who seek help to improve the effectiveness of their teaching; and

8.22 to study any matter related to higher education and the planning of and, (where possible) the conducting of surveys and investigations relating to such study.

8.3 Organization

The Centre is autonomous and has its own budget. It has been under review since September 1977. At present the post of Director is vacant. The Acting Director and Senior Lecturer in Educational Technology is responsible for the operation of the Centre within the policies established by the Committee for the Advisory Centre for University Education. This Committee draws its membership from all faculties and the student body.

8.4 Staffing

At present, A.C.U.E. consists of one academic staff (the Acting-Director), three non academic staff and a secretary.

8.5 Equipment

The Centre has three cameras, colour television studio and control room, an audio-visual demonstration room, full reprographic facilities, seminar rooms and offices.

8.6 Funding

The Centre is funded from the University's central funds which cover staff salaries, equipment and maintenance expenses.

8.7 Research

Publications of A.C.U.E. include occasional papers on teaching and curriculum problems or describing various aspects of the work of the Centre. e.g. Examinations, Small groups, Audio-Visual Media, The Lecture, Curriculum Process, Aims and Objectives, Individualized Learning, Evaluating Courses.

8.8 Some problems

The main problem is that A.C.U.E. is understaffed. It did not get the number of staff it originally wanted. There is a need to have more academic staff to provide continuity of service and to offer a wider range of expertise, and also more technical staff to satisfy the increasing demand for audio-visual services on the campus.

Another major problem is the funding of the television equipment necessary to provide the kind of audio-visual service demanded by academic staff.

9. EDUCATIONAL RESEARCH UNIT (E.R.U.)
(Flinders University)

9.1 Origins

The Educational Research Unit was initially established as an Educational Research and Resources Unit on the appointment of the current Director (Mr. Peter Sheldrake) in November 1975. The change of name was made at the end of 1976 in view of the decision that it was no longer feasible to consider establishing a centralised audio-visual service within the Unit or the University (E.R.U. Report 1975-1977).

9.2 Function

The main functions of the Unit are:

9.21 to provide an advisory/consulting service in relation to teaching and learning;

9.22 to carry out 'institutional' research, on matters of direct concern to the teaching concerns of the University; and

9.23 to carry out research in higher education on matters of more general interest to the University.

9.3 Organization

The Unit is autonomous and has its own budget. The Director reports directly to the Pro-Vice-Chancellor.

9.4 Staffing

In 1979, the Unit has only an Acting Director/Senior Lecturer. The former director (Peter Sheldrake) has resigned (1979) and his position will not be replaced in the foreseeable future. There is provision for part-time

research assistance, but only one academic post.

9.5 **Equipment**

The Unit does not have any major equipment.

9.6 **Funding**

The Unit is funded from the University's central funds.

9.7 **Research**

In addition to carrying out a number of studies for individuals and disciplines within the University, staff of the Unit have carried out research in such areas as student background characteristics and academic performance, implications of deferment, conceptual problems in physical science among non-science background students, current trends in medical education in Australia, and recent developments and likely changes in post-secondary education. (E.R.U. Report 1975-1977)

9.8 **Some problems**

There are several problems: the major one was the decision not to co-ordinate audio-visual services (The Director's answer).

APPENDIX 2

LIST OF TERTIARY EDUCATION UNITS AND INTERVIEWEES

1. *Centre for the Study of Higher Education* – University of Melbourne
   Interviewees: Dr. John Bowden, Lecturer (Staff Development)
   Dr. John Hedberg, Senior Lecturer (Production and Design Unit co-ordinator)
   Mr. Cyril Driver, Senior Lecturer
   Mr. John Julian, Lecturer
   Mr. R.J. Hackett, Administrative Officer.

2. *Higher Education Advisory and Research Unit* – Monash University
   Interviewees: Dr. Terry Hore, Director
   Mr. Neil Paget, Senior Lecturer

3. *Tertiary Education Research Centre* – University of New South Wales
   Interviewees: Dr. David Boud, Lecturer
   Dr. M.R. Dunstan, Acting Head of T.E.R.C.
   Mrs. Eve Barrett, Education Officer
   Mr. D.J. Magin, Senior Education Officer.

4. *Centre for the Advancement of Teaching* – Macquare University
   Interviewees: Dr. Rex Meyer, Director
   Mrs. Carole Jenkins, Tutor
   Mr. H.E. Newton, Audio Technician

5. *Office for Research in Academic Methods* – Australian National University
   Interviewees: Mr. Allen Miller, Head
   Mrs. Moira Smyth, Research Assistant
   Dr. Bernd Gash, Visiting Fellow, Former Director of the Centre for the Advancement of Teaching and Learning, Augsburg University, West Germany
   Dr. Gordon Miller, Visiting Fellow of the Centre for the Study of Higher Education, University of Melbourne (University Teaching Methods Unit, London University).

6. *Tertiary Education Institute* – University of Queensland
   Interviewees: Professor Ernest Roe, Director
   Mr. Geoff Foster, Lecturer
   Mr. Geoff Isaacs, Lecturer
   Mrs. Ingrid Moses, Graduate Assistant
   Miss Titi Gill, Graduate Assistant.

7. *Centre for the Advancement of Learning and Teaching* – Griffith University
   Interviewees: Dr. Robert Ross, Director
   Mr. Ian Barham, Senior Lecturer
   Mr. Roger Landbeck, Senior Lecturer.

8. *Advisory Centre for University Education* – University of Adelaide
   Interviewee: Mr. Robert Cannon, Acting Director and Lecturer in Educational Technology.

9. *Educational Research Unit* – Flinders University
   Interviewee: Dr. Russell Linke, Senior Lecturer.

APPENDIX 3

GUIDELINES FOR THE DEVELOPMENT OF TERTIARY EDUCATION UNITS*

** Extracted from "A Report on Australian University Centres for Higher Education Research and Development by the Directors of the Existing Centres", Australian Vice Chancellors' Committee Sub-Committee on Educational Research and Development, August, 1973.*

"1. **Organization**

1.1. Centres should be distinct, autonomous, units – not part of a Faculty or Department of Education. It is recommended that the Director of the centre be directly responsible to the Vice-Chancellor or his deputy. Care should be taken to ensure however that the centre is seen to be independent from the Administration.@

1.2. It is recommended that staff of Centres be accorded normal academic status; that is, that appointments are made at the level of professor or lecturer/senior lecturer level. This would ensure that suitable, well trained staff members are attracted to the Centres and that there is a possibility of persons moving in from other departments and out to their original disciplines.

1.3. The Centre should be organizationally linked to service units responsible for instructional services.

2. **Resources**

2.1. It is recommended that the director of the centre be appointed at the status of professor or reader (minimum). The Director should be a member of committees responsible for educational policy.

2.2. It is the view of the directors that the *minimum* staff requirements for a viable unit are – one director and one senior academic, plus supporting staff. The number of staff required will necessarily be related to the size of the university.

@ On this recommendation the Director of the Centre for the Study of Higher Education, University of Melbourne, is not in agreement.

2.3. The provision of staff should take cognizance of the likely increase in demand for services from the Centre, and the need to meet this demand in a reasonable time. Hence, planning of the establishment should include a growth factor.

2.4. Because expertise in a number of different areas is required, e.g. teaching processes, evaluation, curriculum development and instructional aids, the staff establishment must provide for such different expertise.

2.5. There is strong support for a policy of staff release, that is for staff to be seconded to the Centre by other departments for variable periods of time. This would have the advantage of avoiding the necessity for all staff of centres to commit themselves to a career shift. It should ensure also that eventually there would be members of staff in different departments who had been actively engaged in educational research and development.

2.6. Because much of the work of the Centre is difficult to predict, and because there are often periods of sudden pressure, there is need for flexibility in budgeting for staff. A special fund for appointments of short term or part-time staff should be made available to the director of the Centre.

2.7. The minimum resources, other than staff, will necessarily be dependent on the functions the Centre is expected to perform. However, it is recommended that adequate data processing equipment and a range of instructional aids including video-tape equipment and library facilities be available to the Centre.

3. **Activities**

3.1. The operation of each centre will differ but it is essential that they be oriented to the improvement of educational programmes and processes within the institution.

To further this aim the Centre will necessarily be involved in:

(i) Providing information about relevant educational principles to be applied in the clarification and definition of objectives, the effectiveness of different teaching strategies and evaluation process.

(ii) Providing services which will facilitate the task of the lecturer.

(iii) Gathering information on problems relevant to the functioning of the institution.

(iv) Identifying constraints which hinder the development of new programmes and processes.

(v) Facilitating communication between students and staff and between staff at different levels.

4. It is also desirable that some rationalization of services offered by centres be attempted; for instance, it may be possible that one or two centres use their equipment to facilitate examination processing for other centres.

5. The consensus of the Directors is that the work of the A.V.C.C. Research Information Officer has been very helpful and that this should be further strengthened."